**Ashlee Marville**

**AP Spanish**

**Chambersburg Area School District**

**Resources**

**Book:** Galería de Arte y Vida, Glencoel McGraw Hill. Copyright 1997.

**Workbook w/CD:** Díaz, José M. et all. AP Spanish Preparing for the Language Examination. 3rd Ed. Boston, Massachusetts: Pearson Prentice Hall, 2007.

**Literature Book:** Pepita Jiménez by Juan Valera. Spiga Languages 3rd edition. AND/OR

Don Quijote by Miguel de Cervantes. Spiga Landuages 3rd edition.

**Authentic Material** – online, newspapers, magazines, you tube, audio CD sources & telecoms.

**Teacher created units with supplementary materials** - grammar topics, vocabulary themes, realia, Spanish cartoons/comic strips, proverbs, and supplements to the readings.

**Authentic Listening/Reading Activities** – Music CD’s, movies/films, [www.cnn.com/espanol/](http://www.cnn.com/espanol/) , [www.bbcmundo.com](http://www.bbcmundo.com) , [www.thepaperboy.com](http://www.thepaperboy.com) , [www.nacion.com](http://www.nacion.com) , [www.un.org/radio/es](http://www.un.org/radio/es) , [www.nuevoshorizontes.org](http://www.nuevoshorizontes.org) , [www.prensaescrita.com](http://www.prensaescrita.com) , [www.univision.com](http://www.univision.com) , [www.cervantesvirtual.com](http://www.cervantesvirtual.com) , [www.quixote.tv](http://www.quixote.tv) , [www.batanga.com](http://www.batanga.com) , [www.puerta-del-sol.com](http://www.puerta-del-sol.com) , [www.notesinspanish.com](http://www.notesinspanish.com) , [www.proverbia.net](http://www.proverbia.net) , [www.quia.com](http://www.quia.com) , <http://www.colby.edu/~bknelson> , [www.studyspanish.com](http://www.studyspanish.com) , <http://news.bbc.co.uk/hi/Spanish/news/> , <http://web.aces.uiuc.edu/nuwhorizons/search.com> , [www.authentik.com](http://www.authentik.com) ,

# **Course Overview**

In this AP Spanish Language course, students develop a strong command of the Spanish language. Class will be conducted in Spanish and various teaching methods will be used to instruct students in achieving proficiency in the oral, aural, and written Spanish. Practice and assignments in class and at home will be expected. The textbooks will guide the grammar and some reading selections. The workbook with CD will provide valuable AP Exam practice, and the authentic material and supplementary materials will provide extra enrichment in their ability to read, write, interpret and speak Spanish. Frequent assessments will be administered for all areas such as reading, writing, listening, speaking, as well as basic grammar and vocabulary. When appropriate, grading will be based on AP scoring guidelines.

The midterm exam will consist of previously learned grammar and vocabulary questions in a multiple choice format. The midterm will also have multiple choice questions from reading selections from previously released AP exams or the AP workbook selections, as well as a short answer written portion that corresponds to previously read pieces of literature.

An end of the year project will be given at the start of the year and will have pieces due throughout the year, culminating with a formal presentation after the AP Exam.

* Students will become proficient by practicing the oral language in presentational speaking, as well as in interpersonal communication. This will be accomplished through daily classroom activities such as conversing with the teacher and peers, as well as formal discussions and presentations. At the start of most classes they will be given a question to answer. They should all be prepared to randomly be selected to answer the question and give a good explanation and details for an oral grade. Students will be assigned to specific Fridays throughout the year, in which they will give a formal presentation on a current event in the Spanish-speaking world. They will also be required to be prepared with questions to start a discussion with the other students on their topic after they have presented. Students will be held accountable for their use of Spanish, while in class with the teacher and their peers. Students will become proficient in aural comprehension Spanish by the use of authentic audio and video recordings such as music, movies/films without subtitles, you tube and other internet media, guest native speakers, as well as verbal conversations in class. Students will be provided with regular opportunities in class to use recording devices to assist in developing their speaking skills in a variety of settings. This will help improve their skills because it allows them to replay what they said to recognize their errors and make corrections where needed.
* Students will become proficient in the formal and informal reading and writing process with the use of summarizing and synthesizing texts. Students will be introduced to authentic text sources such as newspapers, letters, Internet articles, magazine articles and literary texts in the Spanish language. Students will have to write essays and summaries of the various reading texts. In some cases they will have to compare and synthesize two texts. Students will often be asked to peer-edit each other’s work and make revisions before submitting the final copy for a grade. Students will keep a journal throughout the course and be expected to write entries based on a topic that I give them, or a free-write using a particular grammar concept.
* Students will broaden their understanding in culture and geography of the Spanish-speaking world by an intertwining of history, geography, literature, art, music and current events throughout each unit. They will be given projects that will allow for extra research into these topics.
* Students will broaden their horizon by making connections between their Spanish knowledge and the Spanish-speaking world. They will do this through e-pals in other Spanish-speaking countries, as well as with the Spanish-speakers in our community. Through volunteer opportunities students will be able to assist and learn from our large Spanish-speaking population

## **Course Objectives**

Express ideas accurately and fluently in the oral language

* New vocabulary acquisition
* Phonetics and pronunciation practice
* Applying learned grammatical rules and structures
* Using idiomatic expressions and transition words

Express ideas accurately and fluently in the written language

* Comparing and synthesizing information
* Applying learned grammatical rules and structures
* Using proper openings and closings
* Interpreting written Spanish in stories and articles

## Understand the spoken language

* Listening to and interpreting narratives, dialogs and other media sources
* Becoming familiar with regional dialects and accents
* Making inferences and predictions based on linguistic cues

Appreciate the cultural practices and perspectives of the Spanish and Hispanic cultures

* Discuss current events by watching the news and reading articles
* Participate in local Hispanic cultural functions
* Discuss history and cultural topics related to the various Spanish-speaking countries

## **Course Planner**

Our school has a traditional 8 period day schedule where the students have each class all year long. This course will be organized into units which cover grammar, vocabulary, reading, writing, speaking, listening and interpreting, and culture. Each unit will highlight a specific Spanish-speaking region covering history, geography, literature, art and current events of that area. There will be 5 units in total that will cover the span of approximately 5-7 weeks each. The unit topics are divided into: The Spanish-Speaking World, South America, Spain, Central America & the Caribbean and Mexico.

There will be various assessments throughout each unit as explained in the Overview, Objectives, and listed below. Students will be quizzed on themed vocabulary as well as tested on grammar concepts. They will be tested orally and aurally. They will also be given previously released AP exams as practice tests.

Starting in the second unit, we will also devote one day each week to specific AP Exam practice from the AP Spanish Preparing for the Language Examination workbook and CD. As the AP Exam approaches in the second semester, we will devote more time in class and optional after school sessions for specific AP Exam practice. Students will also take a previously released AP test as practice, in the same room/setting where they will be administered the actual AP Exam in the spring.

There will be an end of year project that students will work on throughout the year, but will culminate after the AP exam. In the beginning of the year they will each select a Spanish-speaking country of their choice, with no duplicates. They will begin by learning proper letter writing skills and write a letter to a travel agency/ embassy in their specific Spanish-speaking country, requesting travel/tourist information for their project. The letters will be sent in hopes of receiving correspondence. However, extra research will be required as well. They continue to practice narrative writing in a brochure or PowerPoint, culminating their gathered information of the culture and tourism of their country. Each student will orally, formally present their information as if an ambassador promoting their country. This will be graded based on a rubric.

### Unit 1 – El Mundo Hispanohablante – Galería de Arte y Vida – Cuadros 1 & 2

Review of the summer assignment which consists of:

* 2 readings followed by questions, a writing assignment that summarizes and compares the texts. – *El nacimiento de la col* by Rubén Darío & *Leyenda* by Jorge Luis Borges.
* Listening Logs of authentic Spanish material such as movies, tv shows, podcasts, etc. where students will interpret and translate phrases they hear and become familiar with regional accents and linguistic cues. (There is a rubric as a guidline.)
* An extensive thematic vocab list.
* Review common errors in Spanish writing.

Grammar: *(Refined and used in writing and speaking activities as well as at-home practice)*

El Presente – los regulares, los irregulares, el presente progressive, los verbos reflexivos

Los Complementos – directo, indirecto, reflexivo

Adjetivos – la concordancia, posessivos, demonstrativos

Las palabras *y* & *i* con conjunciones especiales como *e* & *u*

Readings: *(Discussed in Spanish and compared in conversation and writing)*

El Greco

Diego Velásquez

Francisco de Goya

Pablo Picasso

Salvador Dalí

Frida Kahlo

Una Carta a Dios por Gregorio López y Fuentes

### Unit 2 – América del Sur – Galería de Arte y Vida – Cuadro 2 & 10

Grammar: *(Refined and used in writing and speaking activities as well as at-home practice)*

Mandatos – formales y familiars

Ser & Estar

Adverbios

Números Ordinales

Pronombres relativos

Readings: *(Discussed in Spanish and compared and synthesized in writing)*

Cartas de amor traicionado por Isabel Allende

No Oyes Ladrar los Perros por Juan Rulfo

El Hijo por Horacio Quiroga

**Unit 3 – España– Galería de Arte y Vida – Cuadro 6 & 4**

Grammar: *(Refined and used in writing and speaking activities as well as at-home practice)*

El Futuro

El Condicional

El Futuro Perfecto y El Condicional Perfecto

Saber y Conocer

La “a” Personal

El Pretérito y El Imperfecto

Estar con el Participio Pasado

Readings: *(Discussed in Spanish and compared in conversation and synthesized in writing along with a book review and frequent journal entries on the novel, Pepita Jiménez)*

El Albanico por Vivente Riva Palacio

La Pared por Vicente Blasco Ibáñez

Pepita Jiménez por Juan Valera

**Unit 4 –América Central y El Caribe – Galería de Arte y Vida – Cuadro 5 & 3**

Grammar: *(Refined and used in writing and speaking activities as well as at-home practice)*

Por y Para

Los Tiempos Compuerstos

El Presente del Subjuntivo

Usos del subjuntivo

La Voz Pasiva

Readings: *(Discussed in Spanish in conversation and writing)*

La Camisa de Margarita por Ricardo Palma

**Unit 5 –México – Galería de Arte y Vida – Cuadro 7 & 8**

Grammar: *(Refined and used in writing and speaking activities as well as at-home practice)*

El Imperfecto del Subjuntivo

Plucuamperfecto del Subjuntivo

Pronombres con Acciones Imprevistas

Mas, Pero y Sino

Readings: *(Discussed in Spanish and compared and synthesized in writing)*

Espuma y Nada Más por Hernando Téllez

Un Día de Esos por Gabriel García Márquez.